Shaun Kendall

Week 2 Assignment 2

Primary Sources and Disciplined Inquiry

Activity: Reasons for Westward Expansion (<http://docsteach.org/activities/104> )

**Teaching and Learning must have Purpose:** Students will analyze primary sources to discover reasons for expansion of American living in the East to west of the Mississippi around the Civil War era.

**Learning Means In-Depth Understanding:** Students will examine primary sources to determine if they can organize sources by time frame. They will also be asked to synthesize reasons why these documents might have contributed to settlers desiring to move out West. Some of these reasons may be Gold Rush, availability of trains, cheap land, crops, adventure, and new inventions.

**Instruction Must Build on Students' Prior Knowledge:** Discussion begins will students offering reasons for why people move in general. This could be knowledge gained through earlier study or through personal experiences.

**People Learn Through Disciplined Inquiry:** Using document analysis, students can gather evidence as to why particular documents attracted settlers to the West and use these documents to discuss what else the source documents can tell us about that time.

**Teaching Means Scaffolding:** Through modeling of document analysis, teacher can show students how to perform this activity. After breaking up into small groups or individuals, teacher can continue to scaffold through use of discovery questions.

**Constructive Assessment:**  Have students complete companion activity documenting comparing the Native American experience of westward expansion and present findings to the class in a group project.

Activity: The School Lunch Program and the Federal Goverment (<http://docsteach.org/activities/4974> )

**Teaching and Learning must have Purpose:** Students will analyze primary sources including photographs and text to gain an understanding of how the federal school lunch program came about.

**Learning Means In-Depth Understanding:** Students will examine primary sources to gain understanding of how the federal school lunch program is a direct result of the Great depression and how it became a permanent part of the Federal budget. Introduces supply and demand and other programs put into place by FDR to mitigate the impact of the Great Depression.

**Instruction Must Build on Students' Prior Knowledge:** Discussion begins with teacher offering information in a written document and asking them to consider how challenges identified in document could be addressed.

**People Learn Through Disciplined Inquiry:** Using document analysis, students can gather evidence as to why particular programs arose during the Great Depression and why they still exist today. Students can explore these documents and identify which projects are still in existence such as the FDIC, the SEC, and the Social Security program.

**Teaching Means Scaffolding:** Through modeling of document analysis, teacher can show students how to perform this activity. After breaking up into small groups or individuals, teacher can continue to scaffold through use of discovery questions.

**Constructive Assessment:**  Have students hold a class discussion as to the impact of the Great Depression on the school lunch program, society, and citizens of the time.